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VOL. 55 DECEMBER 1, 1930 NO. 21

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DEPARTMENTALIZED REFERENCE SERVICE
KATHARINE D. KENDIG

THE FACSIMILE TEXT SOCIETY
FRANK A. PATTERSON

INTERNATIONAL CODE OF ABBREVIATIONS OF TITLES AND PERIODICALS
J. DAVID THOMPSON

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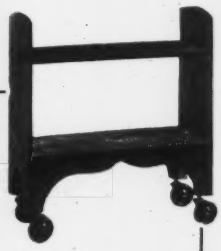

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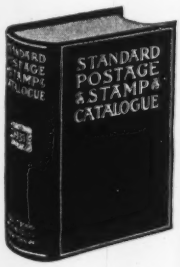

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Forthcoming Issues of

THE LIBRARY JOURNAL

The one special library that we believe has never before been written about will be covered in the December 15th (Christmas) Number, of THE LIBRARY JOURNAL. We feel sure that librarians have wondered a great deal about Santa Claus' Library and at last we have found someone who will not only tell us about this library but also give us an "authentic" photograph of it. We will not announce the author of this article for we believe you may be able to guess who in the profession is giving us this account. There will be other Christmas articles to supplement this unusual one.

The article on "Reference Work in Branch Libraries," by Vera Morgan of the Indianapolis Public Library, scheduled for this number, has been held over for a special number devoted to branch library activities in a forthcoming issue.

Doctor Bradford's article on the "Universal Decimal Classification," scheduled for the December 15th issue, will be held over for the January 1, 1931, number, if it is too long to print it along with the Christmas articles. B. E. W.

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THE LIBRARY JOURNAL

DECEMBER 1, 1930

Departmentalized Reference Service

By Katharine D. Kendig
Principal, Literature and Philology Department
Los Angeles Public Library, California

ONCE UPON A TIME, in an enviable time, a scholar and a gentleman exclaimed regally, "I take all knowledge to be my province." A magnificent ambition worthy of his energetic age, when good Queen Bess watched the boundaries of her world stretch into the unknown, and her wise men measured with breath-taking enthusiasm the equally expanding frontiers of human knowledge. And men did take all knowledge for their province and began so to enrich their world that never since their time has anyone dared make a similar claim. For, with the boundaries widened to the bewildering complications of our own day, the best that a wise man can do is to concentrate on one subject—the mechanism of an aeroplane, the newly discovered letters of Shelley, or the possibilities of humanism. During his youth he may glance at the limitless boundaries of his world—earning thereby his A. B., but once he grows up he of necessity must, after a regretful sigh over those more fortunate Elizabethans, settle down to his own private field and till it to the best of his ability. In other words, the age of specialization is so a part of us all that to say so is to be guilty of a bromide. If you are a teacher in a large school, you teach mathematics or literature, or music, and you leave to the little country school the problem of all knowledge. If you are a doctor, you concentrate on one portion of the human anatomy. If patients have the flu or the measles, they turn to their good old family physician. For more mysterious complications they turn to a specialist in their own particular problem. And most certainly should the library fall into line, since it is so integral a part of the life around it, that it cannot afford to attempt "all knowledge" without subdividing its provinces under the care of specialists. Branch libraries and smaller city libraries may take care of general problems, just as the family physician does. Certainly both have their very valued place. But a big city library must subdivide until it resembles an office made up of skilled doctors each of whom is prepared to cope with one specialized phase. The larger the library system, the more complicated must be its divisions. As Carl Vitz, Librarian at Toledo, said in his excellent paper on Administrative Problems and Costs of Subject Departments in Large City Buildings: "Such growth parallels the division of cells and is natural and progressive."

I wish to limit my talk to the study of one departmentalized library—the Los Angeles Public Library; and I am limiting the talk, not because that library is alone in the field. It is following the shining example of the Cleveland Library. And there are many others departmentalized to a large extent. But because it is the only one I know personally, which has so solved its arrangement, I have been in a position to watch the cells divide into more and more specialized functions. And in discussing one such library, the whole problem of departmentalization can be touched, because, though the geography and minor details have been worked out differently in different libraries, the principle is the same.

When I was first transferred, about six years ago, to take charge of what was then the General Literature Department, the library was in a rented building; it had already seemed wise

Paper presented before College and Reference Section, A. L. A. Conference, Los Angeles, Cal.
Miss Kendig has been married since presenting this paper and is now Mrs. Garbutt.

to establish certain departments to meet group needs. The Science Department was already organized, as it is in most libraries; the lovers of music and art had their division; Sociology Department was in full swing; Fiction had been separated from non-fiction; Foreign books were together; and it had just been decided to meet the problems of the teachers with a room of their own. All this subdivision, with, in each case, the reference and circulating books together, left two huge illogical cumbersome departments, the General Reference and the General Literature, the first made up of reference books on all the subjects left over after the creation of special departments; the other made up of circulating books on the same varied subjects. I, for instance, since I was buying the books, should have been equally well informed on the subjects of history, biography, travel, philosophy, religion, literature, and philology, while my neighbor, the Principal of the Reference Department, had to meet as varied needs in the reference books, and both of us had to keep a friendly eye on the other to be sure that we did not duplicate unnecessarily, nor leave too wide a gap between us. Meanwhile the special departments were growing rapidly, meeting so adequately the needs of their clientèle, and so obviously well received, that it became a matter of course when the library was moved to its own building, to complete the plan, and reorganize the two sprawling, overlapping remainders. After all, the growth was as natural as Mr. Vitz prophesied. If every existing department "worked," why differentiate among interested groups in the city? If the scientist and business man had their special room, why not the historical research worker? If the musician had his section, why not the dramatist, especially in a city where the motion picture industry creates an intensive demand for plays, new and old? If the teacher was pleased, why not try the same method with the minister?

And so the final subdivision took place and the library emerged as it is today. A little explanation of the arrangement may be necessary, though in each city it must necessarily differ to meet different needs. The hub of the whole wheel is, where a hub should be, in the geographic center. This is the Information Desk and Adult Education Department in the large Rotunda. Since the union catalog is located there, the Information Desk serves as a starting point in directing traffic among the public. Since it serves too as Readers' Adviser, it becomes the starting point also for a newcomer into the library. And from that central desk, patrons are sent to the room where their own needs may best be met. The History Department is the nearest room to the Information Desk. It contains history, travel, biography, the encyclopedias, and general bound magazine collection (which may be reached as well by other departments). Next to the History Room is the Sociology Department, since it is so closely allied, and next to Sociology is the Science Room, equally closely allied to it. On the other side of the History Department is Literature and Philology, next door to Music and Art, its nearest kin in subject matter, and across the aisle from Fiction. On the floor below are the Teachers' Department, the Children's Room, Philosophy and Religion, Foreign, and the Periodical and Newspaper rooms. The Municipal Reference Library is outside the building altogether, located where it belongs in the City Hall.

In all this geographic maze, there is one special point I should like to make. In each room the circulating and reference books on a subject are together. Since a question is answered as readily from one as another, and since the purchase of both reference and circulating books is thereby concentrated in the hands of one person, the system is admirable. Well do I remember the days when one of us bought reference and one circulating books on the same subjects, and when to answer a question, the reference assistants had necessarily to wander in the circulating room in quest of books they could not know intimately, since they neither bought them nor were in close contact with them every day. To me, the combination of the books by subject only, rather than by the purely arbitrary distinction of reference or circulation, is one of the most logical and economical results of a highly specialized library.

So much for the explanation of the arrangement of one particular building. What then have been found the advantages and disadvantages of the system? I shall take the disadvantages first, since they are outweighed by the assets; the best proof being the very fact that the Los Angeles system grew slowly enough to test each difficulty, and yet its evolution continued steadily in the face of them. It must in fairness be stated, however, that the disadvantages loomed greater in the case of the Newberry Library, the librarian of which, Mr. Utley, wrote me that the departmentalization had to be abandoned there since it was found "too expensive in service," and that it required too much "duplication of material." The system was given up more than twenty-five years ago, and since then first the Cleveland Library, and then the Los Angeles Library found a different answer.

The disadvantages: The first does not affect this paper at all, since it is concerned with the general reader who wants "a good book." His

needs are really met more simply by the Branch Library, which is planned to take care of him. The Main Building is designed first and foremost for the specialist, and for reference work, though it naturally caters to Everyman as well as its function will permit; witness the busy Fiction Department. We have grown wiser in meeting this problem since the first days, when an exhausted man finally reached the Information Desk after apparently an endless search for a certain book down long corridors. He remarked, mopping his brow, but still willing to try once more, "They say Abraham Lincoln walked sixteen miles for a book. But I'll say he has nothing on me!" Now both library attendants and the public are better trained, and the man would be sent immediately to the correct point of departure, if he didn't go of his own accord. The other disadvantages are more pertinent. It is necessary to concede at once that the system is more expensive. More attendants are needed. There must be a small amount of book duplication as in the case of large dictionaries, or an encyclopedia. A duplicate section catalog must be supplied for each department. The question is not so much one of expense—which is greater, but whether the money is being spent to the best advantage. Mr. Vitts, to quote him again, says, "Added cost of library service is not a real objection, provided real service is given." In other words, only the success of the system can meet the objection that it is more costly. Do more assistants, and those in turn, more specialized, spell better service? Is the duplication of certain general reference sets an advantage over the possession of just one to meet the needs of as many patrons, even if they are not scattered in different rooms? Again, only the use of the sets simultaneously in the various rooms (and that goes on every day) can answer the question. Possibly the expense is really an economy if the service becomes more efficient. A third objection, which can be met only through wisdom on the part of the staff, is the danger of a department growing provincial and forgetting it is one of many, and the question may find its answer from a different angle. When a man asked an attendant for books on "new writers" and she brought him an armful of material, her mind had to somersault out of a departmental attitude into a general library one when he exclaimed in horror, "No, no! I didn't say 'new writers'—I said 'neuritis'!" A provincial attitude can be prevented by the intensive use of the Information Desk with its finger on all the pulses; by the use of the interdepartmental telephones; by a friendly spirit of cooperation. Attendants are trained never to give up certain types of questions without first referring to the main catalog. Anyone in the library can testify to the constant use of the house telephones, which are so continually ringing that sometimes we forget they are really a blessing. And the friendly spirit throughout the whole library is so pronounced and genuine, that there is no danger at present of a lack of cooperation.

And now for the advantages: Is the reference work bettered by departmentalization? Why not let a specialist answer. It is he who should be helped or hindered in his research work. In the first place, his books are arranged as nearly together as any classification will allow. In the second place, because more attendants are needed with so many rooms to cover, he gets more help. And in the third and most important place, he finds attendants who definitely are interested and are specializing in his own field. This is of vital importance to him. When I asked Doctor Blanchard's (Head of the English Department of the University of California at Los Angeles), opinion he gave it readily and said I could quote him as enthusiastically applauding departmentalization. This means an unqualified approval from a scholar and author who has used many libraries, and who is himself a specialist in one field. We have often heard of the value to the business man of a technical department. This is simply a variation of the theme from the standpoint of the college professor who is writing his books in the department which features his interests. A second tremendous advantage is the contact with special groups outside the library walls. Every department, of course, is better equipped to so cooperate with special groups. Take the example of the Music and Art Department: its Principal is so much a part of the life of her community, that she is on both the Board of Directors and the Technical Board of the local chapter of Pro Musica, the important international music association; she is a member of the Artists' Council, newly formed to stimulate art in the city, and especially to work on the Olympiad, coming here in 1932; she is on the Executive Board of the Woman's Committee of the Philharmonic Orchestra; on the Advisory Board of the Hollywood Bowl Association; and was recently one of three judges in the contest of the International Book Plate Association. In other words, the music and art groups in the city value her knowledge and appreciate her services. How could she possibly be in as close touch with these important organizations if she were in a less specialized department? But a final and supremely important advantage that springs from the very system itself is the specialization of library assistants with their consequent acquaintance with one subject, or allied subjects. This with its

attendant blessings means almost as much as the book collection, since it makes the book collection useful. It is always wise to choose a new assistant fitted by education and background for her position. But even if the worst should happen and she should have merely a smattering of the subject, her later concentration on it makes her at least know the vocabulary. And at the best, she becomes a real specialist herself, capable of giving advice, studying her subject in extension classes, and becoming increasingly valuable. Nothing takes the place of book knowledge. If nobody can match the book to the questioner, he goes away unanswered. Intelligent use of books in reference work is almost as important as having the books at all.

Then with increasing book knowledge from daily contact with the subject, and with everyone in the department definitely interested in certain fields, special reference tools can be created in addition to printed ones. I shall have to speak of my own department and again not at all because it is an example, but because I have watched it evolve from an ungainly mass lacking coordinating muscles, like some low form of sea life, to a logical unit, compact and workmanlike, and capable of real usefulness. When the Literature and Philology Department was created, the circulation leapt up more than 23 per cent the first year, over the same classes in the former arrangement, and the reference work naturally kept pace, but with figures impossible to obtain. Special indexes became possible. Los Angeles is a dramatic center because of the motion picture industries. We found a subject index to plays indispensable, and the printed ones, like the excellent Firkins' *Index to Plays* or Drury's *Viewpoints in Modern Drama,* too limited for our use, or growing out of date, like any printed bibliography, as compared with a card catalog. We began making a subject card for almost every play added and now when a studio, realizing for instance that war pictures are popular, asks, like Oliver Twist, for "more, please," the plays are already listed. Types of pictures are produced in cycles, as we all know who have watched the fads come and go, and there is no telling what will be the next one. We now have approximately 3,400 such subject cards used of course, by the amateur as well as the professional; and about 6,000 more cards analyzing essays, especially of material about authors, a sort of miniature of the coming Wilson Index. We have made many special lists. We have indexed popular poetry not indexed elsewhere (even in the new supplement to Granger); and we keep special files to previous snags in reference work. This is not at all a complete enumeration, nor is there anything new of course in any of this, but it is all developed much more intensively than any program we could carry out with too many subjects in the department to cover any one of them thoroughly.

After all, there is virtue in thoroughness, and special information. Even Bacon would find it difficult today to make his splendid conquest of all knowledge. And we more common mortals are forced to choose whether we shall be a little Edison, or a minute Edna St. Vincent Millay, or a potential President of the United States, and with our choice comes specialization, and with specialization comes the necessity for the subdivided library to meet our more concentrated needs.

The Facsimile Text Society

By Frank A. Patterson

THE ORGANIZATION of the Facsimile Text Society on Dec. 30, 1929, was an event of unusual and unique importance to libraries, especially to those in America. For the object of the Society is to publish at a low price rare and inaccessible texts necessary not only for the research worker but useful to the general reader. It thus offers to libraries the opportunity hitherto entirely lacking to assemble books of great importance which have up to now foiled the efforts of their buyers and have been obtained only by great centers after long hunting and at exorbitant prices.

The list of eight books, the publications of the first year, is given later in this article. These books, too, have a real up-to-date importance, for after all knowledge is not detached, but unified. For instance, only this autumn Dean Inge of St. Paul's in a book of essays wondered if under some circumstances suicide is not justifiable. The idea was immediately hit upon by editorial writers throughout the country who imagined that perhaps in this sentiment we were about to enter a new phase of modern thought. But verily there is nothing new here. Back in the seventeenth century Burton wrote his *Anatomy* in which he considers in typical fashion this puzzling question. He had been preceded, however, in his thought by many writers, notably Timothy Bright, who in 1586 had published *A Treatise of Melancholy.* A score of

years later Shakespeare had discussed the question in *Hamlet* and finally John Donne wrote a special treatise, *Biathanatos,* in which he enlarges upon this thought. Donne's book is among the publications issued already by the Society, while Bright's treatise is listed for publication next year. It is obvious that these books not only bear directly upon the whole question of melancholy in the seventeenth century, but they also throw interesting and valuable light upon a subject that is very much up to date this year. We thus see that Dean Inge's suggestion is not entirely original and that it must not be given undue significance. His ideas assume importance only when we know more of the thought of the earlier period.

The publications of the Society are selected by a committee of scholars who are specialists in the subjects. Professor James H. Hanford heads the committee on seventeenth-century literature, Professor Jay B. Hubbell that on American literature, and Professor Jacob H. Hollander that on economics. At present the publications and those contemplated include books in five series: (1) Literature and Language, (2) History, (3) Philosophy, (4) History of Science, (5) Economics and Allied Subjects.

The method of printing is unique in that it is based on a photographic process known as "offset" printing. This method has certain distinct advantages. It gives the reader an exact text with no attempts by a well-intentioned editor at conjecturing what the true reading should be. The text is there exactly as it appears in the original, where each reader is free to draw his own deductions. Furthermore, the books, from the original title page to the end, are accurate duplicates of the copies. Even the notes made in the margins, perhaps by a former owner, are present as in the original.

Since the books selected are important, the Society has decided that the paper used must be of a high grade. They are accordingly printed on a rag paper of good quality, a paper which experts believe will be almost as clear one hundred years from now as it is today. It is as nearly permanent as any paper available for such printing. Another thing is apparent when you open the books. In their reproduced form the page is much more easily legible than in the original, for the letters stand out firmly on the white paper, not indistinctly on a faded and fragile page.

The offset process has another advantage and a very practical one. It is much cheaper than the slow method of setting type and proof reading. This is why the Society is able to offer its books at such a nominal price.

The publications of the first year are as follows:

	List Price	Net
John Donne: *Biathanatos* (1644)	$2.50	$1.50
Thomas Warton the Elder: *Poems on Several Occasions* (1748)	2.50	1.50
Poems on Several Occasions by a Gentleman of Virginia (1736)	1.25	.75
Clara Reeve: *The Progress of Romance Through Times, Countries, Manners* (1785)	3.00	2.00
Benjamin Franklin: *A Dissertation on Liberty and Necessity, Pleasure and Pain* (1725)	1.50	1.00
Henry More: *Enchiridion Ethicum* [English translation, 1690]	2.50	1.50
Ralph Cudworth: *Sermon Preached before the House of Commons* (March 31, 1647)	1.50	1.00
T. M.: *A Discourse of Trade from England unto the East Indies* (1621)	1.50	1.00

Among the publications listed for next year are:

Timothy Bright: *A Treatise of Melancholy* (1586)
John Wheeler: *Treatise of Commerce* (1601)
Joseph Glanvill: *The Vanity of Dogmatizing* (1661)
William Beckford: *Modern Novel Writing; or the Elegant Enthusiast* (1796)
William Wood: *New England's Prospect* (1634)
Cooper's Letter to Lafayette (1831)
Good News from New-England (1648)

The Society at the close of its first ten months has as members over one hundred libraries and 525 individuals. It welcomes libraries, especially, for it feels that its greatest usefulness lies in placing these volumes where they may be readiest available to general readers. The annual membership dues are $5, for which the library receives books of its own choosing at the list price to that amount and all other publications at a discount of one-third or more. Most libraries have given the Society standing orders for all publications. This saves the annoyance of ordering each book as it appears and further assures the library of securing all books in the various series. This is important, too, for doubtless in a short time these books in turn will be out of print, for practical requirements limit each issue to the probable sale. Librarians often inquire how much such a standing or continuous order will involve. Of course this will vary each year. The cost of the eight books published this first year is $12.25. About that sum should be set aside in the budget for the books of the Society for next year.

There are no formalities in securing membership. A prospectus outlining the work and the plans of the Society will be mailed on request. The Society is located in Philosophy Hall, Columbia University, New York City.

Adult Education

By Lily Milholland Dodgen
Librarian, State Normal School Library, Trenton, N. J.

As we well know, librarians were working for the intellectual improvement and the welfare of grown-up people many years before the term Adult Education came into use. Let us take a look at this "Adult" child of ours, now that everyone seemingly is interested in it. Many different conceptions exist concerning the meaning of Adult Education, so many different phases of the work there are. To define Adult Education is almost as difficult as to answer the question "What is life?" Of the many definitions given, I like this characterization best: "Adult education is concerned with the universe of human interests and the application of intelligence to the whole range of adult living." We may think of Adult Education as the voluntary learning which one carries on after the formal education of school or college. The field is world wide. The work is going on in Europe, Asia and America. The type of work is determined by the particular need of each place. England is concerned primarily with the education of the laboring man; in Sweden we find well-organized study circles; Denmark has developed the Folk High School; in Germany the work of Adult Education is concerned largely with industrial centers. And so do we find Holland, Switzerland, Czechoslovakia, Japan, New Zealand and Australia working in some way to meet the need of the adult person for skill, knowledge and understanding.

The particular phase of Adult Education in America is an extension of the general conception of the work to suit our super-industrial civilization. The varieties and forms of the work are innumerable. In grade the work varies from that of teaching the illiterate man to write his name, to the extension courses given by the universities, and the work of such institutions as the New School of Social Research and the People's Institute of New York. The curriculum includes any subject of information which is beneficial in the affairs of human life. Among the various types of Adult Education we have training in industrial work, immigrant education, commercial education, home economics, night schools of all kinds, schools for the illiterate, university extension courses and correspondence study. The need for this world movement is expressed in the words of Morse A. Cartwright, director of the American Association for Adult Education: "Mind expansion is a part of the necessary condition of life."

The old idea that education is a preparation for life has been replaced by the conception of life as a process of growth from beginning to end, and education a plan for providing ways and means to give this growth its best development, and to add to the richness and enjoyment of life at all stages. Every day of life is life itself. The old idea of cramming into the early years of life enough knowledge for the entire span has been called the "camel's hump" plan. Dorothy Canfield, in her book *Why Stop Learning* compares the process to that of packing a valise for a journey. It was never possible at any time to fill the mind of youth with enough information to carry him through the journey of life, not even with the cramming process carried to its maximum. At present the breakdown of the plan is more keenly felt for conditions of life are changing so rapidly that only new knowledge can meet new situations. Moreover, the store of accumulated knowledge has increased so much it cannot be crowded into the years of formal school. The subjects of radio, for example, and the World War have added considerable work to the school curriculum. Doctor Thorndike, of Columbia University, said in conversation one day, that if he could by chance foresee that a boy, now fourteen years of age, would be able to step into a fine position at forty on condition of his knowing German, he would advise him to begin the study of German at thirty-nine. If the journey of life cannot be clearly foreseen by man, much more uncertain is it for woman. The girl walks out of school into a greater Unknown than does her brother. The status of woman is changing very rapidly. New occupations are opening and old securities are going. Marriage is not so safe an anchorage as it once was. The life of woman is subject to vicissitude, and at any turn she may have to prepare for a new occupation. Adult Education is her solution.

Industrial work at the present time is highly organized and highly specialized. In former years the craftsman did the whole of a piece of work, using perhaps all his faculties in the process. The same type of workman now probably turns an iron lever back and forth for a certain number of hours per day in a large factory. The work does not satisfy him. Education for the leisure time of the workman might accomplish two things: he might gain an understanding of the work in which he is engaged and its relation to life, an appreciation

of cooperation on a large scale, and he might then find a monotonous job less objectionable; or, he might find a way for individual expression during his free hours. The improvement of machinery is likely to continue, and leisure time is likely to increase. I believe we may well count on this leisure time as an opportunity for general education, enrichment of life, and individual creation. "One of the striking characteristics of modern life," says Dr. J. K. Hart in his book, *A Social Interpretation of Education*, "is the lack of integration; that is, the failure of the individual to be linked up with the many aspects of life. The home is tending to disintegrate. Divorce is increasing. The old sanctions are going, and the new sanctions are not yet established. We need a new kind of integration."

But there are more urgent reasons for Adult Education than those mentioned. The world, it seems, has taken to the idea of "testing" knowledge. We have grown into the scientific attitude. As a result, much traditional knowledge has been burnt up in the crucible. We have to be reeducated. We must reconstruct our thinking. The age of science has brought about inventions which have changed the ways of life. Our social and ethical creed has not kept pace with the change. We need a new code of ethics to meet new life conditions. Dr. W. H. Kilpatrick, in his book, *Education for a Changing Civilization*, calls attention to the fact that more changes in the ways of living have taken place in the last twenty-five years than in any other quarter of a century since the beginning of civilization and that the inventions which brought about these changes are likely to increase. The next twenty-five years will probably bring more changes than the last, and so the next, and the next. We can make our adjustment to this continuous change only by continuous education. H. G. Wells said a few years ago that the destiny of humanity is a race between education and catastrophe. The education must be that of adults. The world needs mature minds with knowledge and understanding of the needs of the present time.

We are creating problems faster than we are solving them. The world is in need of the maximum possibilities of Adult Education. We need the general status of intelligence lifted as much as it can be, and we need the best leadership that Adult Education can bring to the front. Dr. J. K. Hart says in his book, *Adult Education:* "The siege is on: The human race must educate itself or perish. . . . The adult must be released from his provincial mindedness, his animistic prejudices, his narrow customs, his obsolete habits; it is the adult who must be given the chance to become free in the world of science, tolerance, human sympathy and intelligent organization . . . mind must take the place of false information and tradition . . . scientific temper take the place of dogmatic attitude."

Mr. Jennings, of the Seattle Public Library, called attention in an article in the A. L. A. *Bulletin of Adult Education* last April to the experiments of Doctor Thorndike in adult learning. We have long been accepting the belief that only children and young people have the capacity to learn. Doctor Thorndike has proved by experiments with many people that the learning capacity of the adult person is practically unimpaired up to the age of forty-five. The curve of learning capacity of the adult mind, beginning at sixteen years of age, rises to its maximum between twenty and twenty-five years of age, then declines very slightly, until, at the age of forty-five, it is on the same level as at sixteen. The normal person should not be afraid to undertake a task of learning at the age of forty-five which he would have attempted at sixteen. There are many instances of individual cases of unimpaired ability to learn in advanced years.

The library is a pioneer in the work of Adult Education. For many years it was the only agency for systematic learning for the adult person. The library has an honorable history in its cooperation with every other agency for Adult Education. We are all familiar with the many phases of educational work carried on by the library, from that of the small village library to the organized work of the American Library Association. The booklets, "Reading for a Purpose," are now in the hands of thousands of readers, and are helping them out of "the confusion of ideas" into systematic thinking. Let us now take a backward glance and a forward look and see if you can extend our service.

1. Let us keep in touch as far as possible with the entire field of Adult Education. Let us try to know just what China and Czechoslovakia and New York and New Zealand are doing. The office of the World Association for Adult Education is at 13 John Street, Adelphi, London. The office of the American Association for Adult Education is at 41 East 42nd Street, New York. These offices will furnish information concerning the world work in Adult Education.

2. Let us make the cause of Adult Education understood in the community in which the library serves. This is an opportunity for the librarian of the small place and of rural districts. The display table, the press, and all the clever ways which librarians know, may be called into use. Call the attention of the leaders of the community to the following books:

Buffalo Educational Council. *Adult Education in a Community.* Amer. Assn. of Adult Education, 1926.
Campbell, Olive. *The Danish Folk School.* Macmillan, 1928.
Fisher, Dorothy Canfield. *Why Stop Learning?* Harcourt, 1927.
Hall-Quest, A. L. *The University Afield.* Macmillan, 1926.
Hart, J. K. *Light from the North.* Holt, 1927.
Hart, J. K. *Adult Education.* Crowell, 1927.
Keppel, E. P. *Education for Adults.* Columbia Univ. pr., 1926.
Keppel, E. P. *Libraries and Adult Education.* Amer. Libr. Assn., 1926.
Kirkpatrick, W. H. *Education for a Changing Civilization.*
Lindeman, E. C. *Meaning of Adult Education.* New Republic Press, 1926.
Martin, E. D. *Meaning of a Liberal Education.* Norton, 1926.
Noffsinger, J. S. *Correspondence Schools, Lyceums, Chautauquas.* Macmillan, 1926.
Peffer, Nathaniel. *New Schools for Older Students.* Macmillan, 1926.
Thorndike, E. L. *Adult Learning.* Macmillan, 1928.

3. I believe something might be accomplished by a special effort to give publicity to the findings of Dr. Thorndike on adult learning. Dr. Thorndike's book, with detailed explanation of his experiments, may not appeal to persons not interested in psychology, but a few charts and posters made from this book and exhibited in the library might get the main facts across. Old sayings get a tremendous hold upon people. "You cannot teach an old dog new tricks" has done a lot of damage. The nervous structure of man is very different from that of dogs. Educators have over-emphasized the idea of the plasticity of youth, and the "cement" qualities of mature life. We need to rise up and undo this. The neurones and synapses of the human adult are modifiable, and old people can learn new subjects. The correspondence department of Columbia University has on roll a woman of eighty-two studying the Greek language.

4. Let every library be a bureau of information concerning opportunities for Adult Education. List the opportunities offered by the surrounding community, and the opportunities in the field at large. Education by the correspondence method has grown to almost incredible proportions. Courses in nearly every kind of knowledge on earth are given by private correspondence schools, colleges, State universities and private, endowed universities. The papers are full of advertisements of private correspondence schools. Some of these give excellent work and some are worthless. The library can function to great advantage in supplying information about these schools. A directory of approved private correspondence schools can be obtained from Dr. J. S. Hoffsinger, director of the National Home Study Council, Washington, D. C. The correspondence work of colleges and universities is not well known by the mass of population, because the universities do not advertise as do the private schools. One private correspondence school in the United States spends a million dollars a year in advertising. No State institution has money to do that. The courses offered by the universities cost the individual much less than those of private institutions. The library might well act as an advertising agent for university correspondence study; information in the library concerning the status of the correspondence work of various universities might be helpful. For example, the University of Chicago gives full residence credit for correspondence work, and will permit a student to do as much as half of the work for a bachelor's degree by correspondence. Columbia University conducts correspondence courses, but gives no credit. However, there is a balance of advantages; the University of Chicago requires fifteen points of high school work for admission, and Columbia has no other requirement for admission to the correspondence department than evidence that the applicant can do the work. The cooperation of the library in supplying reading matter for special study courses has long been established.

5. The librarian has an opportunity for leadership in the matter of organizing the agencies for Adult Education in her community. In many of the large cities this organization has been officially done. In smaller cities and villages these agencies are usually found working separately and sometimes overlapping. The librarian might begin by calling a conference of workers in Adult Education in the community. Full information as to procedure in organizing this work can be secured from C. S. Marsh, University of Buffalo, director of the Survey on Adult Education in Buffalo, N. Y., or Mr. H. F. Brigham, librarian of the Public Library of Nashville, Tenn., who has given a practical demonstration of the leadership of the librarian in this matter. For the organization of a rural center, the work of Chester County, Pennsylvania, may be taken as an inspiring example. In this community there are 125,000 people and 1000 organizations having some kind of educational program. These agencies are cooperating and accomplishing things that sound like fairy tales; full information about it can be obtained from Mr. John W. Herring, field organizer for the American

Association of Adult Education, 41 East Forty-second Street, New York.

6. Of all the subjects with which Adult Education is concerned, those which seem the most important are concerned with the social, philosophical and ethical problems of the present time. I know of no class of persons better suited for considering these problems than librarians. We hear much in scholarly circles about the "educational lag"; "things" have multiplied around us, and we have not kept clear-minded about them. Our social creed has not kept up with the times. Dr. Kilpatrick says we are living in an automobile age with horse and buggy morals.

Since librarians have done so much to launch the work of Adult Education, and have carried a goodly load in the development, they may, I believe, face with confidence this big problem in the consummation of the work.

International Code of Abbreviations of Titles of Periodicals

By J. David Thompson

Executive Secretary, American National Committee on Intellectual Cooperation, Washington, D. C.

THE COMMITTEE ON INTELLECTUAL COOPERATION of the League of Nations, at its plenary session in July, approved a code of abbreviations of titles of periodicals, on the recommendation of its subcommittee on science and bibliography. This code was drafted by a committee of library experts convened by the International Institute of Intellectual Cooperation at Paris, submitted for comment and criticism to the various national organizations of librarians, and put into final form by the Scientific Relations Sections of the Institute. It is to be published in full by the Institute in English and French, but in the meantime the following text of the rules is made available for publication in the library journals of the principal countries of the world.

GENERAL RULES

I. As a general rule, titles of periodicals are not abbreviated beyond a point which allows of their easy identification. The order of the words is not varied.

Exception: Some of the most common generic names for periodicals (i. e., such words as Journal, Zeitschrift) are abbreviated to a greater degree than this principle permits. A list of these is appended.

II. Normally, the abridged form retains all words other than articles, conjunctions, prepositions and analogous locutions. These are generally omitted.

Exceptions: (a) When the title consists of only two nouns (neither of which is a generic name), separated by an article, preposition, conjunction or a combination of these parts of speech, the latter are retained.

E. g.: Stimmen d. Zeit, Coal & Iron, Soieries de Lyon, Voz de la Verdad, Fanfulla della Domenica, Vita e pensiero.

(b) The conjunction is retained between two compound nouns, the last part of which is common to both.

E. g.: Land- und forstwirtschaftliche Blätter = Land- u. forstw. Bl.

(c) In exceptionally long titles, in addition to articles, conjunctions and prepositions, some of the other less important words are omitted.

E. g.: Arbeiten aus dem Elektrotechnischen Institut der Grossherzoglichen Technischen Hochschule Fridericiana zu Karlsruhe = Arb. elektrotechn. Inst. Karlsruhe.

Arbeiten aus dem Institut zur Erforschung der Infektionskrankheiten in Bern und der wissenschaftlichen Laboratorien des Schweizer Serum-und Impf-Instituts = Arb. Inst. Infekt.-Kr. Bern.

Comptes rendus hebdomadaires des séances de l'Académie des Sciences = C. R. Acad. Sci. Paris.

(When the conjunction is preserved, "and" is abridged as "&," "und" as "u.," and "och" as "o.". The German definite article is abridged as "d." in all its cases.)

III. The normal method of shortening is by abbreviation, the letters omitted being replaced by a full stop.

E. g.: Médecine = Méd.

But certain contracted forms are permitted. A list is appended.

IV. Nouns are spelt with a capital, adjectives with a small initial letter. For geographical adjectives, either a small or a capital may be used, as preferred:

E. g.: Annales de la Société de médecine physique d'Anvers = Ann. Soc. Méd. phys. Anvers.

Annales médico-chirurgicales du Centre.

Tours = Ann. méd.-chir. Cent.

Bulletin of the University of Arizona = Bull. Univ. Arizona.

Forschungen zur Brandenburgischen und Preussischen Geschichte = Forsch. brandenb. preuss. Gesch. or Forsch. Brandenb. Preuss. Gesch.

Arbeiten aus dem Gebiete der Experimentellen Biologie = Arb. exp. Biol.

Journal of the Scottish Chamber of Agriculture = J. Scot. Chamb. Agric.

V. No distinction is made between singular and plural.

Blatt, Blätter = Bl.

Bericht (e) = Ber.

VI. Cognate words in different languages are reduced to the same form when the orthography permits.

E. g.: Académie, Academy, Academia } Acad.

Accademia = Accad.

Akademie, Akademi } Akad.

Science, Sciencia, Scienza = Sci.

Società, Society, Société, Sociedad, Sociedade, Societas, Societate } Soc.

VII. Titles transcribed in Roman characters are also abbreviated in accordance with the foregoing rules, but more sparingly.

Titles of periodicals in Oriental languages are not abbreviated.

SPECIAL RULES

I. Only titles consisting of at least two words are abbreviated. When a title consists of only one non-compound word, it is given in full.

so: Recht = Recht.

Avenir = Avenir.

II. In compound words each part is abbreviated as when it stands alone, the different elements of the word being connected by hyphens.

E. g.: Sozialhygienische Abhandlungen = Soz.-hyg. Abh.

Braunkohlemarchiv = Braunk.-Arch.

Finska Läkaresällskapets Handlingar = Finska Läk.-Sällsk. Handl.

III. The place of publication is not given except in the following cases, when it is separated by a comma from the title itself.

(a) When the resultant abbreviation does not reveal the language which has been abbreviated.

E. g.: Revista agronomica = Rev. agron., Lisboa.

(b) When the title is in a language other than that of the country in which the periodical is published.

E. g.: Acta paediatrica = Acta paediatr., Stockholm.

Folia gynaecologica = Folia gynaec., Pavia.

Mitteilungen über allgemeine Pathologie und pathologische Anatomie = Mitt. allg. Path., Sendai.

(c) When two or more periodicals have the same abbreviated title.

E. g.: Journal d'urologie = J. Urol., Paris.

Journal of Urology = J. Urol., Baltimore.

IV. The first word of the title may be less abridged.

E. g.: Fundamenta mathematica = Fundam. math.

V. When the title of a review begins with the name of a person, the surname only is kept and the rest of the title is abridged according to the rules.

E. g.: Albrecht v. Gräfes Archiv für Ophthalmologie = Gräfes Arch. Ophthalm.

Niemeyers Zeitschrift für internationales Recht = Niemeyers Z. int. Recht.

GENERIC NAMES

Annual Report	A. R.
Blad, Blatt, Blätter	Bl.
Comptes-rendus	C. R.
Folyoirat (Revue, hongrois)	Ft.
Giornale	G.
Jahresheft	Jh.
Journal	J.
Lehti (Journal, dans les mots composés, finlandais)	L.
Monatshefte	Mh.
Procès-Verbaux	P. V.
Rendiconti	R. C.
Schrift	Schr.
Sitzungsbericht	S-B.
Skrifter	Skr.
Tidskrift, Tijdschrift	T.
Zeitschrift	Z.
Zurnal (russe)	Z.

SOME EXAMPLES OF WORDS IN FREQUENT USE AND THEIR ABBREVIATIONS

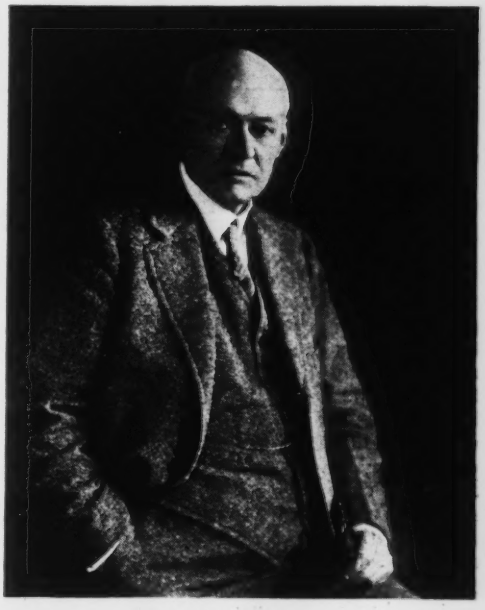
Aanteekening (en)	Aanteek.
Aarbog	Aarb.
Aarsberetning	Aarsberetn.
Aarshefte	Aarsh.
Aarskatalog	Aarskat.
Aarsskrift	Aarsskr.
Abhandlungen	Abh.
Abstracts	Abstr.
Abteilung	Abt.

Librarian Authors

DR. ARTHUR E. BOSTWICK, librarian of the St. Louis Public Library since 1909, was born in Litchfield, Connecticut, and educated at Yale. Before entering the library profession he was a high school teacher in Montclair, New Jersey; on the staff of the Appleton *Cyclopedia of American Biography:* assistant editor of *The Forum* and associate editor of the *Standard Dictionary* and office expert in physics. He became chief librarian of the New York Free Circulating Library in 1895 and remained here until he went to the Brooklyn Public Library as librarian in 1899. In 1901 he became chief of the Circulation Department of the New York Public Library, where he remained until he went to St. Louis in 1909 to take his present position. When he went to St. Louis the present library building was not yet complete. He supervised the occupation of the new building and has constantly furthered the extension of library facilities in St. Louis since then. The number of branch libraries has been virtually doubled during his administration. Although he has to spend much time on purely administrative work, he passes on all the recommendations for the purchase of new books before they go to the Book Committee of the Library Board, and manages to look over each new acquisition before it goes on the shelves. He has few taboos in choosing books, the principal test being whether a given volume will interest, instruct or offend a large number of those who use the library.

When he was fourteen he started composing but, though he enjoyed it, never considered the results meritorious enough for publication. He did, however, supply the words and music of some of the old songs collected and published by Sigmund Spaeth under the title *Weep Some More, My Lady.* Among his literary works are the *Young Folks' Cyclopedia of Games and Sports* (with J. D. Champlin) published in 1890; *The American Public Library* in 1910 (revised editions in 1917 and 1923); *The Different West* as seen by a transplanted easterner in 1913; *Earmarks of Literature* in 1914; *The Making of an American's Library* in 1915; *Library Essays* and *A Librarian's Open Shelf,* a collection of essays on various topics including the movies and enforcement of world peace, in 1920. He was editor of the *Classics of American Librarianship* (Vols. I-IV) from 1915-1927.

One of the most interesting experiences of Dr. Boswick's life was a tour of China in 1925 when he made a survey of Chinese libraries.



ARTHUR E. BOSTWICK

He spent seven weeks on this tour visiting thirteen provinces and fourteen or fifteen of the larger cities. Last year he went abroad again to attend the international conference at Rome. He is an enthusiast about travel in his native land and has been in every State in the Union.

Since his boyhood, walking has been the only exercise which Dr. Bostwick has followed systematically. He has walked because he liked it and knows the country immediately surrounding St. Louis thoroughly from tramping along its highways and byways. Keeping a scrapbook is one of his hobbies. He began it in 1875 and the record gives a chronological account of his personal activities since that time: programs of plays and concerts he has attended, banquet place cards, clippings, mentions of family events. Music has been more than a hobby with him; it has been one of the most important parts of his intellectual and emotional life. When a small lad he realized his love for it. His interest in music has been reflected in the attention paid by the St. Louis Public Library to this subject. It had virtually no music when he took charge; now its collection numbers 7,867 compositions of which 7,666 are in the open shelf department and can be borrowed freely.

THE LIBRARY JOURNAL

December 1, 1930

Editorial Forum

THE REPORT of the Committee on A. L. A. Activities, of which a lengthy but inadequate summary is given in this issue, is a most comprehensive and detailed review of these activities as seen not only by the three members of the committee who have given careful attention to their work but as expressed in many letters which they have obtained from individual members of the Association. On the whole, they give a most favorable picture of the complicated organization which is now the A. L. A. and which is creditable to its official representatives. Apparently more criticism of the adult education relations than of any other division is in the minds of members, for here there is another national association occupying the special field, besides work in numerous other relations, so that, as in the conclusions of the committee, this work should be regarded as in an experimental stage and possibly curtailed and specialized. The *Booklist* is criticized chiefly for the reason that its cumbrous system of obtaining the verdict of several librarians on books, which in some cases they may not have read, theoretically valuable if the books have been read but practically difficult to work out, results in such delay as to make the list less effective. It may be added also that private publications not requiring financial support from the Association are doing much of this work. The *Reading with a Purpose Series* has both approval and criticism, but here it may be added that the series lacks topics which are uppermost in the public mind and on which authorities on both sides should be fairly presented, while the many volumes already issued cover a number of minor subjects of less importance. The numerous committees, more now than Mr. Heinz's famous fifty-seven varieties, are found on the whole to be functioning well, though it may here be said that there is a quite general feeling that, on the Hibernian principle of hitting a head wherever you see one, no new topic comes up but a committee is at once thrown at it. A chief criticism of the committee seems to be that the several activities do not quite gear in with each other perfectly, and the report may be especially helpful to the Headquarters authorities in making such contacts more practical. The members of the committee are certainly to be thanked for doing well a difficult and tedious job.

REFERENDUMS are the order of the day, and it is well that the long mooted question of annual vs. biennial conferences of the A. L. A. should be referred to the general body of the members. With the growth of the regional conference in several parts of the country, most of them only less large in numbers and equal in quality to the Association conference, there have been opportunities of getting together formerly to be had only through A. L. A. meetings. When the A. L. A. conference has been held on the national border line, as at Los Angeles the present year, the regional conference as at Swampscott has attracted especially large numbers, though without detracting otherwise from the importance of the larger conference. The number of meetings which call for the attendance of librarians has steadily increased from decade to decade, and thus the argument for less frequent national meetings has become strengthened. The scheme for alternate biennial and regional meetings will, we think, now command a majority vote of active members, and this change can doubtless be brought about without detriment to the progress of the profession.

THE COMMITTEE gave its sanction to three positive recommendations for new departments, one a statistical division following a previous recommendation by the Council, the other departments for school libraries and for children's work; these new departments to be associated continuously with headquarters as a permanent part of its organization. School libraries, as we have before indicated, are pretty sure to be the largest development in the library field in the new few decades and, although the field is partly covered by the N. E. A., the A. L. A. is better qualified to give technical oversight and stimulus to them. As to children's work, that grows indefinitely as population and children multiply, and its importance cannot be overestimated. Thus, despite the fact that these departments seem to add to the complexity of headquarters work, though they may to some extent absorb the work of lesser committees, the addition is not without justification, and possibly the children rather than adults should have the call in education through libraries.

AN IMPORTANT CONTRIBUTION to financial statistics in the library field is made in the report of the Citizens Committee in New York, headed by the well-known publicist, Henry Bruere, in respect to the salaries and pensions of branch librarians. The essential finding as to salaries is that they are too low in comparison with those paid in the directly educational field, as to high school librarians, and the general position that librarians should be as well paid as teachers has thus new confirmation. As to pensions, the committee meets the curious local difficulty that as the library systems, though for the most part financed by the city, are not a municipal department entirely under city control, as the political authorities naturally think desirable, the city feels that it has no legal power at present to provide a pension system for these employees. In Manhattan the New York Public Library as a reference library is supported entirely from the funds of the Astor, Lenox and Tilden Foundations and later endowments, while the circulation department is financed by the city. In Brooklyn the property and endowments of the old Brooklyn Library form a considerable part of library revenue, but the city covers the great body of expenses and the Mayor has now the entire appointment of trustees in his hands. In Queens the administration and financing are entirely under municipal control. Thus the three great library systems of Greater New York have their individual characters, and a good deal is to be said for the plan of keeping them separate from direct municipal control. The separation, however, gives reason to the municipal authorities to deny librarians place in the general municipal pension scheme, and in default of this the committee points out that action by the legislature would remedy the difficulty. The committee has made an important contribution to a difficult subject, which should be appreciated throughout the profession.

THE EXPERIMENT of field work in the South, in the regional development made possible by the Rosenwald grant and the appointment of Miss Tommie Dora Barker as regional field agent, is to be a special feature of A. L. A. enterprise in the coming year or two, and the first indication of its exploitation is the offer of a prize to junior and senior high school students for a poster to arouse popular interest in this regional library work. Posters, not least those of the A. L. A., were of great service during the war, and this application of the idea in peace time will be watched with interest. The awakened South is a good field for library as well as other development, and the very fact of the illiteracy of several classes of the community there makes library work, while more difficult, even more promising of comparative resultfulness.

CHICAGO UNIVERSITY under its new president is trying interesting experiments, as that which proposes that in place of the four-year term for undergraduates there should be a free study or go-as-you-please system with degrees whenever a candidate presents himself for examination and passes it successfully. In this spirit the Library School of the university presents a new development in the establishment of three fellowships of $1,500 per year each, open to competition by graduates of other library schools with college degrees, giving the successful competitors this financial backing while pursuing their studies in the graduate library school of Chicago University. If this experiment is successful, as may be hoped, it may do a further service in inducing endowments in other universities or for other library schools of candidates showing special aptitude for library service.

THE LATE CLEMENT WALKER ANDREWS, one of the several representatives whom Salem town in the old Bay State has sent to the library profession, was peculiarly the representative of science in the A. L. A. Like many eminent librarians, he won Harvard's A. B. and A. M. and, specializing in chemistry, became instructor in that subject in the Massachusetts Institute of Technology, where, from 1889-95, he served also as librarian. Thence he went to Chicago to develop the John Crerar Library, which under his active administration for more than thirty years became one of the foremost of scientific libraries, reaching a half million volumes, housed in the combination of office and library building which, as planned by him, became its permanent home and his monument. As an old bachelor, he lived with three others of that ilk a curious life of semi-retirement socially, but he was well known throughout the library profession and won the intimate friendship of many of his fellow workers. In addition to the presidency of the A. L. A. in 1906-07, he was the foremost member of the American Library Institute, to the effectiveness of which he contributed constantly. Some years ago, while in Springfield during the infantile paralysis epidemic, he became a sufferer from that disease, from the effects of which he was never afterward free. Of late years he has been, whether at Chicago or at Lake Placid South, almost a recluse, but he held the affection of his many friends, and his passing will have many mourners.

Report of Committee on A. L. A. Activities

THE COMMITTEE ON A. L. A. ACTIVITIES owes its existence to the trenchant pen of Mr. John Cotton Dana. In December, 1927, Mr. Dana addressed a communication to the A. L. A. Executive Board, asking that it be read to the Council. This communication criticized certain activities of the Association, in particular those relating to the Board of Education for librarianship, adult education, the survey, curriculum study, and the textbooks, all financed by the Carnegie Corporation.

The Council, acting upon this communication, voted that a special committee be appointed to study and report upon the matters brought up by Mr. Dana. The committee, consisting of Ernest J. Reece, chairman, Walter L. Brown, Theresa Hitchler, Franklin F. Hopper, and Mary U. Rothrock, reported to the Council at the West Baden Conference on May 29, 1928, in which it made the following recommendation:

"A periodic scrutiny of Association activities within three years and not less frequently than every third year thereafter, by a committee to be appointed by the President, such scrutiny to include as complete consideration of the effectiveness and results of the various activities as is warranted and practicable, with a view of suggesting to the Council possible changes of policy."

The present committee was appointed upon this recommendation.

The problem of how to go about making a study of the activities of the Association was a difficult one. The time for a thorough detailed examination or inspection was out of the question, taking into consideration the ramifying activities of the Association in manifold directions. Under these circumstances the following procedure was decided upon and has been followed:

1. An examination of minutes and reports of various boards and committees and other material sent out from Headquarters. All these have been most voluminous.
2. A survey of Headquarters, carried out on October 25-26, 1929, which consisted of conferences with the secretary and assistant secretary, and heads of departments.
3. Attendance by one or more members of the committee at meetings of the Executive Board and the more important boards and committees.
4. Letters inviting frank criticism sent to
   (a) A cross-section of the membership, including 1016 names. The basis of selection was the first four names on each page of the A. L. A. *Handbook*, not including institutional members.
   (b) Present officers and members of the Executive Board and Council and members of the same for past three years.
   (c) Present chairmen of committees and past chairmen for previous three years.
   (d) Directors of library schools and those connected with library training agencies.
   (e) Secretaries of library commissions and heads of extension agencies.
   (f) Readers' advisers.

The members in general were also invited to write letters to the committee by notices in the *Bulletin* and the professional journals.

A characterization of the A. L. A. with its 13,000 membership, differing as only that many individuals can, may seem futile, but if we are going to understand what we are doing and where we are going, we at least should attempt to understand ourselves. How necessary it is for the Committee on A. L. A. Activities to understand certain group characteristics peculiar to the library profession is illustrated by the tone of the letters received. They are as a whole decidedly critical. Taken by themselves, these criticisms might to an outsider indicate a very serious condition, but knowing as the committee does the fine enthusiasm and loyalty to the profession of its most severe critics, the committee takes these two factors into consideration. In fact, the committee believes that this critical attitude is highly desirable, and on that account invited the frankest criticism. The committee must also keep in mind that the wide difference in the kinds of positions in the profession necessarily makes a wide difference in point of view. A children's librarian, a special librarian, and a cataloger hardly can look at professional problems in the same way. Even in similar positions the conservative librarian, imbued with a high sense of the dignity of the profession, cannot but look askance at the librarian filled with enthusiasm for publicity and go-getting methods.

The high grade of intelligence of the Headquarters staff is a clear indication of the care and judgment that has been exercised in their selection. It should be and is a professional distinction to belong to the Headquarters staff, and while a rapid turnover is most undesirable, the A. L. A. Headquarters cannot fail to be a school for the highest professional training.

The committee feels obliged to record, however, that the critical attitude toward Headquarters, as shown in letters received, is not entirely accounted for by the natural critical attitude of the profession. It is due in our

opinion in part to a lack at times of an understanding on the part of Headquarters of the problems of librarians. It verges at times upon intolerance and a self-sufficiency which would not seem warranted. A little more diplomacy and faith upon the part of both Headquarters and the profession in each other's ability would be conducive to better team work and greater accomplishment.

The committee early in this report wishes to express its own attitude toward A. L. A. activities or policies. Perhaps it should be pointed out that all members of the committee have within recent years served on the Executive Board, and from this and in other ways have had an intimate knowledge of the working of the business of the Association. The committee is not in sympathy with the desire as expressed by one member of the Association of curbing the ambitions of Headquarters. It is not afraid of centralization and expansion of A. L. A. activities. It believes that experience has shown that the natural conservatism of many of our members will guard against serious errors. It is in favor of an aggressive, active promotion of all legitimate professional movements. The committee believes strongly in experimentation. The fact that certain things done by the Association have in the eyes of some been unsuccessful does not worry the committee in the least. It is willing to subscribe to the dictum of Tom Johnson of Cleveland: "Be sure you are right half the time and then go ahead."

CONCLUSIONS AND RECOMMENDATIONS

HEADQUARTERS:

1. The personnel at A. L. A. Headquarters is of a very high order. The various secretaries and heads of departments, with their assistants, exhibit a fine enthusiasm, intelligent point of view, splendid vision of the future, and a thorough grasp of the present work in hand.
2. The organization at headquarters in all respects shows a high state of business efficiency.
3. The work being done, on the whole, is practical and is meeting definite needs of the profession.
4. There is need of centralization in some respects, in particular as follows:
   (a) The library should be strengthened in its collection and its personnel. As far as possible all printed and typed material, useful to the various departments, should be centralized there rather than scattered in various departments as at present.
   (b) The Publicity Department should be responsible for all A. L. A. publicity and, although necessarily publicity at times will originate in other departments, it should have the closest scrutiny of the Publicity Department with revision when needed. The Publicity Department should be relieved of editorial work such as editing and indexing Proceedings.

SPECIAL ACTIVITIES

LIBRARY EXTENSION:

The Committee on Library Extension is doing admirable work in cooperating with other agencies, both outside and inside the profession, for the promotion of library extension.

It is recommended that this activity be continued along present lines of endeavor and that additional funds be provided when they are available.

ADULT EDUCATION:

The members of the Association apparently are pretty evenly divided as to the value of the adult education program of the A. L. A. Evidently it is of distinct aid to many libraries and not to others, perhaps because they fail to take advantage of it.

The Reading with a Purpose courses have had wide popularity and are now paying for themselves. They are as a whole a credit to the Association, both in their content and in the authors who have prepared them. Time only will tell whether they will continue in popularity and usefulness. It is recommended that the Board on the Library and Adult Education experiment with more inexpensive reading courses with simpler books, as there is an evident demand for these.

It is recommended that the Board on the Library and Adult Education continue its work for the present on substantially the same lines. The Activities Committee has pointed out in the body of its report the need for wise leadership due to the experimental nature of the whole adult education program. This leadership we believe the Board is giving.

BOARD OF EDUCATION FOR LIBRARIANSHIP:

The Board of Education for Librarianship has made a valuable contribution to the profession in aiding library schools to raise their standards, in assisting new schools in organization, in setting standards, and in encouraging scholarships for graduate study in library schools.

The Board has collected and made available much valuable data on library education in the United States and Canada.

To promote better understanding between the Board and training agencies, and in particular the Association of American Library Schools, the Activities Committee recommends that one member of the Board of Education for Librarianship be nominated by the Executive Committee of the Association of American Library Schools, and that another member of the Board be appointed by the President of the A. L. A. from members engaged in library training outside of accredited library schools.

The work of the Board which represents the least satisfactory results is the attempt to classify the library schools. The classification adopted was inadequate in that it failed to provide a place for all existing schools. Two courses seem to the committee to be open; either to revise the classification so as to provide a place for all schools or to discard the classification altogether. We would recommend that schools duly accredited by the Board be placed upon the approved list without being classified.

SCHOLARLY AND BIBLIOGRAPHICAL WORK OF THE A. L. A.:

In the opinion of many librarians of university and reference libraries, the A. L. A. has been guilty of neglect in attention to scholarly and bibliographical work. This feeling has gone so far as to threaten at times actual withdrawal of the College and Reference Section from the A. L. A. The Activities Committee believes that there has been reason for this feeling. It recommends that the College and Reference Section be asked by the Executive Board to draw up a definite plan for increasing the activities and publications of the A. L. A. in bibliographical, cataloguing and other scholarly fields.

PUBLICATIONS:

The Activities Committee is of the opinion that the publications are as a whole serving the needs of the profession. It presents its conclusions to definite publications as follows:

BOOKLIST:

The Committee believes that the policy of *The Booklist* has been too conservative. It is aware that at present proposals are being considered at Headquarters for overcoming the tardiness of publication which has for many years been the most general complaint against it. The Activities Committee is not convinced that the vote of librarians on books which in most cases they have not seen is especially significant. The Committee recommends that a different basis of selection be adopted as an experiment for one year.

BULLETIN:

The *Bulletin* neither in format or content is up to the standard which is desirable. It is the responsibility of Headquarters to make it more readable, more attractive and more a medium of exchange of ideas, criticisms and suggestions between the members and Headquarters. The Committee feels that much of the material presented to it during the preparation of this report would be of interest to the membership in general.

PROCEEDINGS:

The *Proceedings* as funds will warrant should be printed in much fuller form. Many valuable papers, given at section meetings, are being lost to the profession. It might be worth considering raising the $4.00 membership in order to do this.

NEW ACTIVITIES:

1. A Department for School Libraries at Headquarters, according to a plan drawn up, is one of the most pressing needs, this being the consensus of opinion of Headquarters and of many members.

2. A Statistical Department, as recommended by the Council, is highly desirable.

3. A Department for Children's Work, as recommended by the Council, is highly desirable.

MEMBERS:

The leaders of the profession, as indicated by letters received, do not show much interest in the rank and file of the profession. Salaries, pensions and other allied subjects, with one exception, drew no comment from them. The rank and file as indicated by the letters received from the cross-section are vitally interested in these things and look to the Association to aid in higher salaries and pensions for librarians.

In addition to the establishment of a Statistical Department the Activities Committee recommends greater attention upon the part of the Association, in particular the Executive Board, to the betterment of the status of the members of the profession.

MEETINGS:

Based upon the apparent demand for this change, it is recommended that a referendum of the membership be carried out on the question of biennial meetings of the Association with regional meetings in alternate years. Such a referendum would be a valuable guide in determining the advisability of changing the by-laws to provide for biennial meetings. It is the opinion of the Committee that regional meetings should be left to the state or regional

organizations, thus relieving A. L. A. Headquarters of all responsibility. Probably brief statements for and against such a change should be sent with the ballot.

COMMITTEES:

The sixty or more committees of the A. L. A. are as a whole doing valuable work for the Association, involving in many cases an expenditure of much time upon the part of their members.

It is recommended that for the more important committees as funds permit provision be made to pay expenses of members to committee meetings held when there would be time to consider fully the work of the committee.

ENDOWMENT:

The endowment campaign for one million dollars, with an additional million practically assured on that condition, is worthy of the support of every member of the Association. Its success will assure the continuance of present activities and the carrying out of some additional ones, such as have been recommended in this report.

In order that this report may reach the hands of every member of the Association, the Committee recommends that it be printed in one of the numbers of the *Bulletin*.

The Committee wishes to express its appreciation to all who supplied the information upon which this report is based. We are especially indebted to those from whom letters were received, to various Boards and Committees and to the Secretary and his staff.

The Committee on A. L. A. Activities, acting upon the instructions given to it, submits this report to the Council and respectfully asks that it be discharged.

(*Signed*) C. H. COMPTON, *Chairman*
GRATIA A. COUNTRYMAN
H. H. B. MEYER.

The Open Round Table

Information Wanted

To the Editor of THE LIBRARY JOURNAL:

I have been invited to prepare (for publication in a State library club bulletin) an article on sloping shelves in which it is desired to give a list of libraries using sloping shelves. Seattle Public, Toledo Public, Detroit Public, District of Columbia Public, University of Rochester, and New Haven Public are the only ones which I have heard of to date. I would also like to hear from any libraries which have experimented with sloping shelves. Many librarians are interested in this feature of shelving and it would be helpful to them to know what libraries in different parts of the country have tested this feature so that they might see such shelves in use for themselves. As this article will be printed in a few weeks, librarians are asked to send information as soon as possible, with as full details as they conveniently can.

WILLIS K. STETSON,
Free Public Library, New Haven, Conn.

Bulletin of the Association of University Professors

MOST REFERENCE LIBRARIES, and particularly college and university libraries, will probably find increasing need for a complete file of the *Monthly Bulletin of the American Association of University Professors,* which serves as a medium for publication of reports of officers, committees, etc. It is in the *Bulletin,* for example, that are to be found the complete reports of committees appointed to investigate cases of alleged infringement of academic freedom. It is still possible for libraries to secure nearly all issues, from Volume I, 1915, to date, but, as the reserve is in several cases somewhat limited, early orders will be advisable. Orders should be addressed to the Secretary of the Association, 26 Jackson Place, Washington, D. C. The price is $2.50 a volume (unbound), or 35 cents a copy, except for the January number containing the list of members, which is $1 a copy.

C. C. WILLIAMSON,
Chairman, Committee on Library Service.

A Warning

To the Editor of THE LIBRARY JOURNAL:

Will you please place a notice in your periodical to the effect that a man by the name of Robert B. Yorston of the Desmond Publishing Company of 232 Summer Street, Boston, Massachusetts, is in no way connected with the Queens Borough Public Library as its agent or representative.

MARGARET S. GREEN
Reference Librarian,
Queens Borough Public Library, Jamaica, N. Y. City

In The Library World

A.L.A. to Conduct Poster Contest

THE JOY AND VALUE OF BOOKS to be found in libraries will be the subject of a poster contest to be conducted by the American Library Association in thirteen Southern States. The States are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Junior and senior high school students only are invited to enter the poster contest. One hundred dollars for books will be given to the school library of a student winning first prize; the books to be marked with a bookplate bearing the student's name. Two $50 prizes, four $25 and five $20 prizes, of the same character as the first, will also be awarded. Books will be selected by the school librarian from a new list of "Books for Recreational Reading" now being prepared by the School Libraries Section of the American Library Association. Prizes, which will be given by the National Association of Book Publishers in cooperation with the American Library Association, will be announced at the fifty-third annual conference of the latter association to be held in the summer of 1931.

A Window Display of Books and Lists for Junior and Senior High School Students Prepared by the Enoch Pratt Free Library, Baltimore. The Lists were Printed in Cooperation with Local School Authorities.

The American Library Association hopes to obtain designs for three or four posters showing the educational, recreational or informational value of books, which can be reproduced for use by libraries, and will pay between $25 and $50 for any designs so used.

1.

Any high school student in the States named may enter the contest by submitting an original poster which can be used to promote interest in reading or the use of libraries, as indicated in the foregoing paragraph, on or before Feb. 14, 1931, to his high school librarian.

2.

Each high school librarian is invited to send, before March 2, 1931, to the A. L. A. representative in her State one poster, chosen to represent her school by judges whom she shall select. The names of State representatives are given below.

The poster should be sent prepaid and securely wrapped in heavy, stiff cardboard. Corrugated cardboard makes an unsatisfactory wrapper.

Alabama — Fanny T. Taber, Field Worker, Alabama Library Association, 601 Adams St., Montgomery.

Arkansas — Christine Sanders, Librarian, Free Library Service Bureau, Department of Education, Little Rock.

Florida—Helen V. Stelle, Librarian, Public Library, Tampa.

Georgia — Beverly Wheatcroft, Secretary, Georgia Library Commission, State Capitol, Atlanta.

Kentucky — Lena B. Nofcier, Secretary, Kentucky Library Commission, Frankfort.

Louisiana—Lois F. Shortess, State Supervisor of School Libraries, State Department of Education, Baton Rouge.

Mississippi—Elizabeth Robinson, Secretary, Mississippi Library Commission, Jackson.

North Carolina—Mary Teresa Peacock, State Director of School Libraries, Raleigh.

South Carolina—Parmelee Cheves, State Library Field Agent, South Carolina Library Board, Columbia.

Tennessee—Nora Crimmins, Librarian, Public Library, Chattanooga.

Texas (northern section)—Violet Hayden, Assistant Librarian, Public Library, Dallas. (The northern section is the part of Texas north of a straight line extending east and west through Waco.)

Texas (southern section)—Frances R. Humphrey, Librarian, Public Library, San Antonio. (The southern section is the part of Texas south of a straight line extending east and west through Waco.)

Virginia—C. W. Dickinson, Jr., Supervisor of School Libraries and Textbooks, State Superintendent's Office, Richmond.

West Virginia—Etta M. Roberts, Librarian, Public Library, Wheeling.

3.

Each A. L. A. State representative will appoint a jury to select the best posters from those received. This selection will be sent to A. L. A. Headquarters

on or before March 16, 1931. Judges in the finals will be: Frederic Melcher, Editor, *Publishers' Weekly;* William A. Kittredge, member of the American Institute of Graphic Arts; Emily Ethell, member of the School Libraries Section of the American Library Association; Tommie Dora Barker, A. L. A. Regional Field Agent for the South, honorary judge.

4.

To be eligible for a prize, a poster must be designed by the student who enters it in the contest, the design being 21 in. x 13½ in., mounted or rendered on stiff board 27½ in., with top and side margins equal.

Nothing should appear in the margins. Each poster must be plainly marked on the back with the student's name, full address and school. The design must be in colors. The student, however, is limited to two flat colors, and the shades or tints that may be had by printing these colors one over the other. The caption on the poster should be limited to five words or less. If an additional slogan is used, it may be ten words or less.

5.

If the owner of a design wishes it returned, he should so state on the back of the poster, and either inclose postage in an envelope pasted on the back of the poster, or note that the design be returned express collect. A design returned by mail will be insured only if postage is sent to cover it; designs returned express collect are automatically insured for $50.00. If no mention of the return of a design is made, it will be destroyed.

6.

All designs entered in the competition are submitted at the risk of the owner. The A. L. A. will not be responsible for the loss of, or damage to, designs through fire, theft or other cause while in transit or in their custody.

7.

Exhibits of the posters in the Lakeside Press Galleries, Chicago, and at the 1931 conference of the A. L. A. are contemplated, and later it is planned to arrange a traveling collection of the best posters which could be lent to schools, libraries or art directors. Unless a contestant states to the contrary on the back of his poster, it will be considered that his consent to these plans is given. In other contests it has proved of advantage to designers to have their work so displayed.

8.

Posters will be acknowledged by a State representative if a self-addressed postcard, inscribed with a statement of the receipt of the design, is inclosed with it.

9.

Any question about the contest should be addressed by the school librarian to the American Library Association's State representative.

Danish Libraries Pay Fee on Books

THE COPENHAGEN PUBLISHER, Steen Hasselbalch, is following up the judgment in his and the author, Peter Freuchen's, favor at the Supreme Court, according to which a publisher is entitled to put an embargo on libraries lending his publications to other people. Hasselbalch's slogan is that he who borrows a book shall pay a fee for the benefit of publisher and author. So far he is the only Danish publisher who has taken this step, and his colleagues in Copenhagen hesitate to follow his example. On the other hand the Union of Provincial Booksellers is much interested in the new venture which has its full approval. The method is that if libraries, reading societies or similar institutions wish to include one of Hasselbalch's books in their lending department, they have to buy a coupon or voucher, which costs the same as the book itself, and which is to be attached to the volume, giving the library in question the right to lend the book from October 1, 1930, to April 1, 1932, at which date the embargo on the books Hasselbalch publishes this autumn ceases.

New York Branch Librarians Ask Consideration

THE CITIZENS' COMMITTEE on the Status of Librarians of the Public Libraries of Greater New York has issued a preliminary report concerning a more adequate salary schedule and a pension system. As compared with high-school librarians, for instance, the public librarian who has equal academic and special training works longer hours and receives $780 less salary after sixteen years of service and has no pension. Two phases of the investigation are given, the first a detailed report prepared for the committee by Mr. Sampel Klaus on the law involved in the present status of these librarians. The second phase is a preliminary survey of the actual needs of the librarians for a pension system and more adequate salary schedules, prepared by Miss Marinoble Smith. Copies of both reports have been sent to the members of the several Boards of Trustees of the libraries of the city.

Corrections

KINDLY NOTE the following corrections in the November 15 issue of THE LIBRARY JOURNAL: In the fourth editorial on page 919, signed by J. L. W., the word "deprecate" was misspelled to read depreciate. The sentence should read as follows: "There is a certain school of librarians which immediately rises to deprecate anything in the way of 'efficiency.'" Two corrections are in the department of the Children's Librarians' Notebook. It is stated that Louis Encking translated *The Nutcracker and the Mouse King.* The translation was really made by Louise Encking. The price of *Peter Makes Good* is listed at $2. The actual price is 75c. In the mention of the memorial volume to John Cotton Dana, p. 935, it is stated that the volume was printed by the Newark Public Library. The volume was printed by D. P. Updike of the Merrymount Press.

U. S. Library Is Sued

A SUIT to obtain from Herbert Putnam, Librarian of the Library of Congress, a collection of books he is alleged to be "unjustly detaining" has been filed in the Supreme Court of the District of Columbia. The suit is brought on behalf of George Curtis Treadwell and Hugh Reilly, executors under the will of Emma Treadwell Thacher. It states that a collection of books, pamphlets, autographs, autograph letters, manuscripts, and documents written or subscribed by kings and queens of England, Germany, Spain and Italy, the popes of Rome and including a Napoleonic collection, was given to the United States under the will of Emma Treadwell Thacher. According to the declaration the collection was to remain in the Library of Congress as the "Collection of John Boyd Thacher." Conditions of the gift were that the Librarian should prepare and publish a catalog of the collection and that all necessary precautions for the preservation and safety of the collection should be observed. The will is said to provide that the collection should revert at any time to the residue of the estate if the conditions set forth in the will are not fulfilled. The plaintiffs contend that these conditions have not been observed and that on September 7, 1929, the collection was demanded from the Librarian who "wrongfully failed and refused to deliver it to the plaintiff."

Tentative Program for Mid-Winter Meetings of the A. L. A.

A. L. A. COUNCIL

(Meetings open to all members of the A. L. A.)

First Session, Monday, December 29, 10:00 a.m.

Report of Committee on Affiliation of Chapters with the A. L. A.

A. L. A. Activities—Report of the Committee. The recommendations will be considered in detail.

Second Session, Tuesday, December 30, 10:00 a.m.

Committee on A. L. A. Headquarters Building—H. H. B. Meyer, Library of Congress, Washington, D. C., chairman.

Committee on Libraries in National Parks—C. Edward Graves, Humboldt State Teachers College Library, Arcata, Calif., chairman.

Federal Aid for Libraries—Committee on Library Extension—Clarence B. Lester, Wisconsin Free Library Commission, Madison, chairman.

Recommendation from Committee on Library Extension—Clarence B. Lester, Wisconsin Free Library Commission, Madison, chairman.

AMERICAN LIBRARY INSTITUTE

President, Harry Lyman Koopman, Brown University Library, Providence, R. I.

Monday, December 29, 2:30 p.m.

President's address: Flexibility versus rigidity in library planning—Harry Lyman Koopman, Brown University Library, Providence, R. I.

Report on the proposed library colony at Lake Placid—Herbert O. Brigham, State Library, Providence, R. I.

Report on research in the library field—Henry O. Severance, University of Missouri Library, Columbia.

Brief business session.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

President, C. C. Williamson, School of Library Service, Columbia University, New York City

Monday, December 29, 2:30 p.m.

BIBLIOGRAPHICAL SOCIETY OF AMERICA

President, H. M. Lydenberg, Public Library, New York City

Monday, December 29, 8:00 p.m.

Fifteenth Century Books as Books:

In the field of art—W. M. Ivins, Jr.

In the field of mathematics—Professor David Eugene Smith, Teachers College, Columbia University, New York City.

In the field of medicine—Dr. Arnold C. Klebs.

In the field of law—Professor Theodore F. T. Plucknett.

In the field of music—Dr. Otto Kinkeldey, Music Division, New York Public Library.

In the field of mineralogy—Dr. Thomas T. Read, American Institute of Mining and Metallurgical Engineers, New York City.

COLLEGE LIBRARIANS OF THE MIDDLE WEST

Chairman, Jessie J. Smith, Hiram College Library, Hiram, Ohio

Monday, December 29, 8:00 p.m.

Relation of the librarian to the alumni education movement—Charles H. Brown, Iowa State College Library, Ames, Iowa.

Recruiting for librarianship in the college library—Mary E. Downey, State Library Organizer, Columbus, Ohio.

Student centered college library—Hazel W. Byrnes, State Teachers College Library, Mayville, N. D.

EDUCATION COMMITTEE

No meeting.

LEAGUE OF LIBRARY COMMISSIONS

President, Leora J. Lewis, Free Library Commission, Pierre, S. D.

Monday, December 29, 2:30 p.m.

Developing a library consciousness among rural people—C. B. Lester, Wisconsin Free Library Commission, Madison.

A program for state wide library publicity—Joseph L. Wheeler, Public Library, Baltimore, Md.

Federal aid for county libraries—J. O. Modisette, Louisiana Library Commission, Shreveport; Glenn Holloway, Concordia Parish Library, La.

Tuesday, December 30, 2:30 p.m.

The part of the League of Library Commissions in the national library program—Essae M. Culver, Louisiana Library Commission, Baton Rouge.

Problems faced by a young library commission—Christine Sanders, Arkansas Free Library Service Bureau, Little Rock.

Has the traveling library been outgrown as a method for rural book distribution?—Louis J. Bailey, State Library and Historical Department, Indianapolis, Ind.

The need of a survey of library commission practices and policies—(speaker to be announced).

LIBRARIANS OF LARGE PUBLIC LIBRARIES

Chairman, Ralph Munn, Carnegie Library, Pittsburgh, Pa.

Tuesday, December 30, 2:30 p.m.

(Closed meeting. Attendance strictly limited to the chief librarians of public libraries in cities of over 100,000 inhabitants and to their personal representatives.)

NORMAL SCHOOL AND TEACHERS COLLEGE LIBRARIANS

Chairman, Emma Wiecking, State Teachers College Library, Mankato, Minn.

Monday, December 29, 2:30 p.m.

Recent books for children's recreational reading—Nora Beust, School of Education Library, University of North Carolina, Chapel Hill.

The use of leisure time through reading—Anna M. Tarr, Lawrence College Library, Appleton, Wis.

Some lines of interest for college students' reading—Mary K. Reely, Wisconsin Free Library Commission, Madison, Wis.

TRAINING CLASS SECTION

Chairman, Vera S. Cooper, Enoch Pratt Free Library, Baltimore, Md.

Tuesday, December 30, 8:00 p.m.

Business meeting, followed by informal discussion of plans for the year.

UNIVERSITY AND REFERENCE LIBRARIANS AND COLLEGE LIBRARIANS OF THE MIDDLE WEST, JOINT SESSION

Chairman, University and Reference Librarians, George B. Utley, Newberry Library, Chicago

Chairman, College Librarians of the Middle West, Jessie J. Smith, Hiram College Library, Hiram, O.

Tuesday, December 30, 2:30 p.m.

The work of the advisory group on college libraries—William W. Bishop, University of Michigan Library, Ann Arbor; F. L. D. Goodrich, Library of the College of the City of New York.

The illustrated book: source material for research problems—John T. Windle, Newberry Library, Chicago.

Current studies pertaining to college and university libraries—Douglas Waples, Graduate Library School, University of Chicago.

UNIVERSITY AND REFERENCE LIBRARIANS

Chairman, George B. Utley, Newberry Library, Chicago.

Tuesday, December 30, 8:00 p.m.

The recording functions and the reference service: administrative reflections—J. Christian Bay, John Crerar Library, Chicago.

The university librarian: administrator or scholar?—Gilbert H. Doane, University of Nebraska Library, Lincoln.

Problems involved in the organization and administration of the Hoover War Library at Stanford University—Nathan van Patten, Stanford University Library, Calif.

Periodical Department routine—an informal discussion based on the paper presented a year ago by Gertrude Wulfekoetter, University of Cincinnati Library. Discussion to be opened by Miss Wulfekoetter.

Berlin's Library Is Reopened

THE BERLIN MUNICIPAL LIBRARY has been reopened after an interval of four months for rearrangement. This library, which was founded in 1906, has had its quarters since 1920 in the building of the former royal stables where now many offices and warehouses are located, and every Berlin inhabitant over sixteen years of age may enjoy its privileges. The new rooms are all on one floor, well lighted and ventilated. In addition to the large reading room with 260,000 books there is another for 250 German and foreign newspapers and 900 periodicals of most known countries, with a special room for circulating books. An extension of the library is planned which, when completed, will contain a Braille reading room, an exhibition room and a music library.

From The Library Schools

Library Fellowships Offered

THE UNIVERSITY OF CHICAGO will offer three fellowships of $1,500 each for the academic year 1931-32 in its Graduate Library School. The fellowships are awarded by the President on the recommendation of the Committee on Fellowships and Scholarships. Applications must be in the hands of the Committee on or before March 1, 1931.

The following attainments are required:

a) The possession of a Bachelor's degree equivalent, or approximately equivalent, to that conferred by leading colleges and universities.

b) Completion of at least one year in an accredited library school, or the equivalent in experience.

c) At least one year of library experience under approved conditions.

In addition to the above requirements special consideration will be given to publications and manuscripts showing ability on the part of candidates to conduct original studies.

Before making application for a fellowship prospective candidates should determine whether or not they are eligible for admission to the Graduate Library School. Forms to be used in making application for admission, and for fellowships, may be obtained by writing the Graduate Library School, The University of Chicago.

New Jersey

COOPERATING with the New Brunswick Public Library the library school of the New Jersey College for Women has selected sophomores and juniors who are planning to take the library courses to serve as custodians of the Neighborhood House Library Station. This work done under the supervision of the New Brunswick Public Library will be accredited toward the two months of preliminary practice work required by the School. All full-time students attended the Fall meeting of the New Jersey Library Association at Passaic on October 10.

Pittsburgh

CARNEGIE LIBRARY SCHOOL of Carnegie Institute of Technology announces the following faculty ratings: Frances H. Kelly, Professor and Associate Director; Elva S. Smith, Elva L. Bascom, and Martha Conner, Associate Professors; and Elizabeth Nesbitt, Katherine E. Schultz, and Ann Macpherson, Assistant Professors.

St. Louis

ACCORDING TO a recent ruling of the faculty, minimum requirements for entrance to the St. Louis Library School have been changed as follows: Beginning with the class entering the school in September, 1932, applicants for admission to the entrance examinations held in June each year, must have completed such work as would be accepted for admission to the junior class of an approved college or university. As formerly, candidates holding a bachelor's degree from an accredited college will be admitted without examination on the presentation of acceptable records. All candidates, including college graduates, must have satisfactorily completed at least two weeks of preliminary practical work in the St. Louis Public Library or in some other library acceptable to the school, before being formally admitted.

Wisconsin

AN ANALYSIS of the 1930 Wisconsin Library School class shows thirty-nine students representing fifteen States and the District of Columbia. Wisconsin leads with eleven, Illinois sends four, Iowa and Missouri three each, California, Indiana, Michigan, Ohio, Oklahoma, and South Dakota two each, Kansas, New York, Nebraska, Oregon, Pennsylvania, and the District of Columbia one each. They come from twenty universities and colleges including thirteen from the University of Wisconsin. The curriculum is following the general plan of other years, for covering only a single year it does not lend itself to drastic changes, though there will be various adjustments in keeping with the modern trends of library work.

Simmons

AFTER CHRISTMAS the program in library work for boys and girls at Simmons enters on its specialization with courses in Children's work and Story-telling. Not over twenty-five can be accommodated in this group and no "recruiting" is necessary to fill the quota, but some inevitably have to be disappointed when the limit is reached. A new feature this year is to be a talk by Henry R. Huntting on Binding and Mending with demonstration by one of his staff. In groups the students visited the Tercentenary exhibit of the treasures of the Boston Public Library under Dr. Haraszti's guidance.

School Library News

Library Psychology

SALESMEN and high-powered advertising experts no longer have a monopoly on the well-known truth, "It pays to advertise." The high school librarian, if she expects students and teachers to use the library, must be a master saleswoman and a student of psychology. A good salesman has numerous methods of making his product attractive to his customers. So does the good school librarian. The greatest and most effective selling devices used by the high school librarian are the bulletin boards, museum cases, and the special collections.

BULLETIN BOARDS

In the Senior High School Library, Greensboro, N. C., there are two big bulletin boards, which are arranged at least once a week and sometimes more often. The arrangement of pictures on the bulletin boards is important. When pictures, taken either from magazines or newspapers, are used, too much care cannot be taken to cut them out neatly; the effect is often ruined by careless cutting of pictures. The pictures should be uniform in color, and not too many should be used at once. Interest in the display on the bulletin boards may be stimulated by presenting information concerning them typed in capital letters on the back of old catalog cards. When placing pictures, care should be taken to leave enough space to arrange these captions to advantage. If posters are used, it is better to print them by hand, but since many librarians are not trained in printing, a rubber stamp printing outfit may be obtained at little cost. Due to the fact that the librarian has few opportunities to speak to the student body, printed information posters are very helpful. The card catalog, which is the correct height to place books relating to the pictures on display, is under one of the bulletin boards in the Greensboro Library. On this catalog display books are stood on end with most of the covers showing. If they are reference books, and too big to stand on end, a rubber band will hold the pages open at the description or illustration to which attention is being called. A few books make a more effective display than a larger number. Under the other bulletin board is a nest of three small tables, which can be placed in different parts of the library when needed for displays. One of them is used in connection with the bulletin boards, and the other two are very often placed at either end of the museum case with a few books on them that pertain to the exhibit in the case. The exhibit calls attention to books that would not be noticed otherwise.

It is interesting to note the different ways of attracting attention to little used books. Sometimes it is worth while to take a book from the shelf and open it and leave it on a table as if it had been used. This often attracts attention and the book goes out.

THE MUSEUM CASE

During the school year almost every department in school has something that can be exhibited in the library museum case. Individual students have contributed most interesting collections of birds' eggs, stamps, rocks, autographed letters and books, old documents and newspapers published at the time of important events in our history. Once there was on exhibit some of Procter & Gamble's prize-winning figures carved from cakes of Ivory soap. Some of these figures are very beautiful, and give the effect of white marble. The high school's art department frequently contributes to the museum and bulletin board projects. The head of this department, as a result of a course at Columbia University, has made some clay models of "Pan and His Choir," which attracted much attention in the library. In connection with these, several books were placed on display. A class in clay modeling has been started as a direct result of this exhibit.

SPECIAL COLLECTIONS

Special collections are a little difficult because they are not arranged according to their classification numbers, and it is hard for student assistants to know where they belong. It has been found very satisfactory to write the name of the collection on the date slip in the books, as it is eventually removed, anyway. At the top of these slips such titles as "Historic Novels—French Revolution," "Teacher's Collection," "Second Year English," "North Carolina Collection" may be written.

The teacher's collection, in addition to professional books, consists of approximately twenty books dealing with subjects of interest to them. It is well to place these books on end with the front of the book partly showing. This collection is changed frequently, and a mimeographed sheet is placed in each teacher's box with the new titles on it, and a short annotation of each book.

"Simplicity is the keynote of attentive understanding."

REBECCA B. WALL,
Librarian, Senior High School, Greensboro, North Carolina.

The November Forecast

A check list of books of general interest whose publication dates fall during the coming month

(Exact date of issue, when known, is given directly after publisher's name)

Fiction

Beaumont, William L. *Ben Ezra or The Midnight City.* Stratford. $2.50.
A sequel to *Ben Hur.*

Campbell, Reginald. *Elephant King.* Richard R. Smith (Dec. 2). $2.
Juvenile.

Fairbank, Janet. *The Lions' Den.* Bobbs Merrill (Dec. 5). $2.50.
A political novel.

Farrington, Harry Webb. *Kilts to Togs.* Macmillan. $2.50.
Orphan adventures.

MacKenzie, Marie and Trix. *Life and Lingo.* Stratford. $2.50.
Romance.

Nichols, Mrs. Howard. *Sunrise of the Menominees.* Stratford. $2.50.
Story of the present-day Menominee Indians of Wisconsin.

Non-Fiction

Baeza, Ricardo. *Brighter Spanish.* Holt. $2.
Used either to supplement ordinary courses in Spanish, as a memory-refresher, or as an everyday phrase book.

Bailey, L. H. and Ethel Zoe. *Hortus.* Macmillan. $10.
A concise dictionary of gardening.

Bowen, R. Sidney. *Flying—From the Ground Up.* McGraw-Hill (Dec. 1).

Cunningham, F. F. *Geography Laboratory Manual.* Wiley (Dec. 15).

Grossmann, M. A., and Bain, E. G. *High Speed Steel.* Wiley (Dec. 15).

Helder, J. *Greatest Thoughts on Immortality.* Richard R. Smith (Dec. 2). $2.

Jahn, Hugo. *Hand Composition.* Wiley (Dec. 15).

Lee, Gertrude. *Scattered Gems.* Stratford. $1.50.
Poetry.

Lund, Frederick H. *Emotions of Men.* McGraw-Hill (Dec. 1).

Moran, Catherine. *Spain, Its Story Briefly Told.* Stratford. $3.

Mueller, C. H. *Geometric Concepts.* Wiley (Dec. 15).

Phillips, Robert. *The American Flag: Its Uses and Abuses.* Stratford. $2.50.

Ramsey, L. W., and Lawrence, C. H. *Garden Pools.* Macmillan. $2.
How to use water attractively in the home grounds.

Ries, H. *Elementary Economic Geology.* Wiley (Dec. 15).

Rothenburger, William F. *The Cross in Symbol, Spirit and Worship.* Stratford. $2.

Shapley, Harlow. *Flights from Chaos.* McGraw-Hill (Dec. 1). $2.50.

Smith, Luella Dowd. *Daily Ideas and Ideals.* Stratford. $2.
An original motto or message for every day.

Voskuil, W. H. *Minerals in Modern Industry.* Wiley (Dec. 15).

Walsh, James J. *A Golden Treasury of Medieval Literature.* Stratford. $2.50.

Book Club Selections

(for December)

Book League of America

New York, by Paul Morand. Holt.
The author sees everything—the theaters, the night life, the Battery, the ghetto, the subways, Wall Street, the Bronx, Harlem and everything else in a kaleidoscopic view.

Book-of-the-Month Club

Moby Dick (Rockwell Kent), by H. Melville. Random House.
A special gift edition with 275 illustrations by Rockwell Kent.

Business Book League

A Philosophy of Production: A Symposium, edited by J. G. Frederick. Business Bourse.

Catholic Book Club

Life's an Art, by Franc-Nohain. Holt.
The wisdom, courtesy and humor demanded for everyday existence.

Freethought Book Club

Jesus, a Critical Study, by Henry Frank. Greenberg.

Junior Literary Guild

The Needle in the Haystack (Primary Group), by John Matheson. Morrow.

Tales of a Basque Grandmother (Intermediate Group), by Frances Carpenter. Doubleday, Doran.

Tales from the Crescent Moon (Older Girls), by May McNeer and Charlotte Lederer. Farrar & Rinehart.

The Omnibus of Adventure (Older Boys), by John Grove. Dodd Mead.

Literary Guild

N by E, by Rockwell Kent. Putnam.

The author's own glamorous experiences in Greenland.

Religious Book Club

Pathways to Certainty, by William Adams Brown. Scribner.

For those who, confused by the perplexities of modern life, seek some sort of certainty upon which to build a faith in themselves, in their world, and in their God.

Scientific Book Club

Mysterious Universe, by J. Jeans. Macmillan.

Library Organizations

Pennsylvania Awards Book Review Prizes

THE PENNSYLVANIA STATE LIBRARY ASSOCIATION met at Wernersville, Pa., October 21-24, with President, Mr. A. Coleman Sheetz, Library Executive of the State Library, in the chair. The lecturers presented on the program were Mr. Stuart Chase of New York City, Miss Rose Fyleman of London, Dr. W. M. Lewis, President of Lafayette College, and Dr. Donald Cadzow of the State Historical Commission. Mr. Chase in his talk on "Men and Machines" brought the challenge "to master the machines we have invented or be mastered by them." A slightly different turn to the same emphasis was presented by Dr. Lewis in his address on Education as it has to do with the place of the library in the college picture. Developing leadership in the use of leisure time was the theme he pictured to a most interested audience. The more immature child's mind was revealed by Miss Rose Fyleman in her delightful talk on "Poetry for Children." In stressing sincerity she said: "I do not have a child audience in mind. I do not write things that I think children think but what I myself think, and it must be right, the exact word chosen, the perfect rhythm maintained." At the request of the audience she read a number of her own charming poems. From chasing fairies to "Chasing Dead Indians," the subject of Dr. Cadzow's lecture, was a long leap, but not too much for the practiced imagination of librarians. Moving pictures showed the processes of excavating, making casts, preserving pottery found by the archeological expedition at Safe Harbor on the Susquehanna River.

A report of the A. L. A. conference in Los Angeles was given by Dr. Fred Godcharles, State Librarian. The program on children's libraries was developed by Mr. Ralph Munn, Carnegie Library of Pittsburgh, assisted by two of his librarians. Miss Eugenia Brunot gave a very interesting demonstration of teaching children how to use the card catalog. Miss Elizabeth Nesbitt told most delightfully a story from *Seven Peas in a Pod*. A discussion of the "Relation of School Libraries to Public Libraries," was led by Mr. H. F. Marx of Easton. Mr. Marx introduced Miss Pauline Schmid of Hillside School, Montclair, N. J., and Miss Mildred Pope of Girard College. With such able leadership a very lively and profitable discussion arose. Miss Anna MacDonald of the State Extension Division presented the vital matter of county library service for Pennsylvania.

A new feature on the program was the awarding of a prize to that junior assistant who should write and read the best criticism of a recent book of fiction. The contest had been narrowed down to six by the judges and these contestants read their book reviews before the association; the award was then made.

The officers elected for the ensuing year are as follows: President, Mr. Ralph Munn, Carnegie Library, Pittsburgh; Vice-President, Miss Charlotte Evans, Erie Public Library; Treasurer, Miss Harriet Root, Bethlehem Free Library; Secretary, Miss Eliza J. Martin, Bucknell University, Lewisburg, Pa.

Among Librarians

Deaths

DR. CLEMENT WALKER ANDREWS, Librarian Emeritus of the John Crerar Library, died November 21 in the Grant Hospital, Chicago, after an illness of three years as a result of a paralytic stroke.

JAMES N. MOORE, 71 years old, chief of the Legislative Reference Bureau since its organization in 1909, died Oct. 17 at his home in Harrisburg, Pa. Mr. Moore was a member of the American Library Association, Pennsylvania Library Association, National Association of State Libraries, American Association of Law Libraries and the Pennsylvania Society of Washington, D. C.

GEORGE FRANKLIN SOUTHARD, president of the Carnegie Library Board, Enid, Okla., died at his home Oct. 2. He had been in failing health for the past year.

WINIFRED L. WALKER, reference assistant in the Business Branch of the Newark Public Library, died Oct. 9 after a short illness, aged 27. She had been a member of the Newark Library apprentice class of 1922 and had spent her eight years of library service in that institution.

Public Libraries

ISABELLA COOPER has received appointment as Chief of the Book Order Department of the Queens Borough Public Library, becoming effective on November 1. She will be responsible for the selection of books and building up the collections in the Central Building and the branch libraries, in addition to supervision of the book purchasing.

MARY A. MCCARTHY, Simmons '14, has been the assistant librarian of the Kirstein Library, Boston, since April.

MIRIAM I. OATEY, Washington '29, has resigned from the Children's Department of the Seattle Public Library to accept a position as children's librarian in the Wenatchee, Wash., Public Library.

ELIZABETH M. PATERSON, Columbia '29, has been appointed children's librarian in the Englewood, N. J., Public Library.

ELIZABETH SHEACH, Pratt '24, returned from England in June and is working for the New Jersey Public Library Commission.

MARY SILVERTHORN, Illinois '28, has been appointed librarian in charge of the Butman-Fish Library, Saginaw, Mich.

HARRIET P. TURNER, Western Reserve '16, recently reference librarian at Des Moines Public Library, is now reference assistant at the Enoch Pratt Free Library, Baltimore.

MRS. EVANGELINE WHITMORE THURBER, Columbia '28, recently director of Library Training School in the University of Oregon, is now assistant at the Information Desk at the Enoch Pratt Free Library, Baltimore.

MABEL E. ZEARLEY is now assistant in the Boys and Girls Department of the Carnegie Library of Pittsburgh, Pa.

Library Schools

MRS. EMILY KLUETER BROWN, Wisconsin '25, joined the staff of the Wisconsin Library School on Sept. 15 as reviser and assistant. Mrs. Brown had been the cataloger at the Municipal Reference Branch of the Milwaukee Public Library for two years.

CORINNE BACON, editor with the H. W. Wilson Company, has been appointed to the faculty of the Syracuse School of Library Science as lecturer in Book Selection in the spring semester.

LOIS E. DAVIS, Washington '27, is working as a half-time assistant in the Central and Branch children's rooms of the Seattle Public Library, while taking the advanced course in children's work at the University of Washington Library School.

School Libraries

DAISY ANDERSON, formerly librarian of Judson College, Marion, Ala., is high school librarian in Knoxville, Tenn.

HELEN M. LUTTON, Pittsburgh '23, is assistant teacher librarian at Fifth Avenue and Perry High Schools, Pittsburgh, Pa.

GEORGE P. MOORE, Pratt '25, formerly assistant librarian in the Boys' High School Library in Brooklyn, is now assistant in the De Witt Clinton High School Library, New York City.

A. ELEANOR THOMPSON, Drexel '29, has been appointed librarian of the Upper Darby Junior High School, Upper Darby, Pa.

ALICE D. SARDESON, Pratt '30, who substituted on the staff of the Pratt Institute Free Library during the summer, has been made librarian of the Neptune High School Library in Ocean Grove, N. J.

RUTH LEAVITT, Pratt '29, formerly in one of the branches of the New York Public Library, has received the appointment of assistant in the Julia Richmond High School Library, New York City.

The Recommendations of the White House Conference

(From the Committee on Reading)

CHILDREN'S READING interest was a prominent part of the discussion at the White House Conference on Child Health and Protection which was held at Washington, November 19-22. Carl H. Milam had served as chairman of the Committee on Reading, and the reports he gathered from his subcommittees provided an interesting current survey of the status of children's reading in the United States at present. These reports included studies of the publishing and selling of children's books as well as the problems of the school and children's library. Helen Martin of the Western Reserve Library School is chairman of the Committee on Public Libraries; Lucile F. Fargo of the School of Library Science of Peabody College, of the Committee on School Libraries, and Frederic Melcher, editor of the *Publishers' Weekly*, of the Committee on the Publishing of Books for Children, Bookselling and Home Libraries. The following recommendations come from the Section:

1. Public library service should be made available to the 54,000,000 people, about 20,000,000 of whom are children, now in places without it, through the establishment of municipal and especially of county (or other large unit) libraries.

2. The establishment of such libraries and the improvement of libraries now in existence, and particularly the improvement of specialized service for children, should be made possible by generous local appropriations by State aid and by Federal aid, and should be encouraged by the strengthening of State library extension agencies.

3. Every school should have a library and every school library should be in charge of or under the supervision of a person professionally qualified to select books and to direct reading as an important part of the work of the school and of the life of the child.

4. The development in every child of a permanent and desirable habit of reading should be the prime objective of the teaching of reading and English literature in the schools.

5. Parents should be made aware that theirs is the chief responsibility for stimulating an interest in good reading and for making books available in the home. Associations of parents should place increased emphasis on that part of their program which affects children's reading interests and should give their indorsement to all projects for the establishment and improvement of agencies which provide good reading matter for children.

6. Publishers should continue the splendid publishing programs of the past ten years which have brought to children some of the best work of the finest present-day writers and artists; they should be encouraged to extend their publishing programs to include suitable books of various sorts needed as indicated by scientific investigations and recommended by competent observers. It is also urged that further efforts be made to make available at low prices the best in children's literature.

7. A spirited, well-written, purposeful, illustrated magazine for young children should be provided.

8. Writers and artists should be encouraged to give their fullest creative ability to children's books and magazines.

9. Bookstores should be encouraged, and they should be urged to employ as salesmen people trained in the selection and use of children's books, and to promote purchases by mail from rural areas.

10. Institutions, organizations, churches and special-interest groups of all sorts are urged to develop a library service designed to meet the reading and study needs of their groups, especially in communities without public libraries.

11. All methods that stimulate children's reading and create appropriate habits of reading should be studied and used intelligently and persistently by librarians, teachers, parents, and all adults interested in child education and welfare.

12. Scientific studies should be made, by persons equipped by training and experience, of the reading preferences of children, of the influence of reading on character, of the place of books, reading, and libraries in the teaching process, and of the individual and social factors which affect the wise use of books by children.

CONCLUSION

In conclusion, the committee repeats that the problem of promoting good reading among American children is, above everything else, a problem of making good reading matter accessible.

Opportunities

(This column is open to librarians.)

Young man, age twenty-seven and college graduate, desires position. Library school courses and experience in all branches of library work. Three years' public library, four years university library experience. Highest references. M10.

Responsible young woman with library summer school training and three years' experience desires position in children's department. Previous occupation, teaching. M11.

College and library school graduate with five years' experience in college and public libraries desires position in college in East. Reference work preferred. M12.

Young woman, college and library school graduate with public and college library experience, desires position as general assistant, reference librarian, high school librarian, or in loan work. M13.

Young woman, college and library school graduate with little experience, would like position as assistant in a public or college library. East preferred. L10.

Young woman, with college and library school training, desires responsible position. Experience includes reference, order, circulation and administrative work in college and public library. Prefers reference or reader's aid, but would consider any good opportunity. L11.

College graduate, with one year library school, would like temporary position in middle or south Atlantic States. Twelve years' general experience. College library preferred. L12.

College graduate, with additional degree in library science from Univ. Ill., desires position in college library. Would consider work in public, special or school library. L13.

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The Calendar

Dec. 15—British Columbia Library Association, annual conference at Chilliwack, B. C.

Dec. 29-31—Midwinter meeting of the American Library Association will be held at the Drake Hotel, Chicago, Ill.

Jan. 31, 1931—California Library Association, sixth district, will meet at Pomona College.

Feb. 5, 1931—California Library Association, fifth district, will meet at Sacramento.

Feb. 14, 1931—California Library Association, ninth district, will meet at Colusa.

March 13-14, 1931—Pennsylvania Library Club and the New Jersey Library Association, joint annual meeting at Hotel Chelsea, Atlantic City, N. J.

June 22-27—American Library Association, annual meeting at Yale University, New Haven, Conn.

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Nobel Prize for Literature

SINCLAIR LEWIS has been awarded the Nobel Prize for Literature for *Babbitt*. He is the first American to win this prize and the award has met with wide approval in Sweden for many of his novels have been translated into Swedish. The Swedish Academy made it clear that the award was based on *Babbitt* but it also expressed appreciation of *Elmer Gantry*, *Dodsworth*, and other of Mr. Lewis' novels. The Nobel prize is awarded on the basis of excellence of work and in the terms of the will of Mr. Nobel is awarded for "the most distiguished work of an idealistic tendency."

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COPIES of the preliminary list of minimum holdings for a well-stocked college library have been sent by the Carnegie Corporation to more than 250 institutions for checking. Charles B. Shaw, librarian of Swarthmore College, Swarthmore, Pa., is the compiler of the list, which is intended as a qualitative estimate of college library resources.

Misprints, old editions, inadvertent duplications, undeserving inclusions, unintentional omissions—most of the various sorts of inconsistencies, inaccuracies, questionable decisions and errors that have crept in—should be revealed in the process of checking. It is hoped that they will be reported promptly to the compiler. A corrected edition, incorporating the appropriate information received from such reports, and including an author index, will be issued later and made available probably through the agency of the American Library Association.

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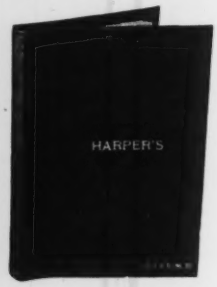

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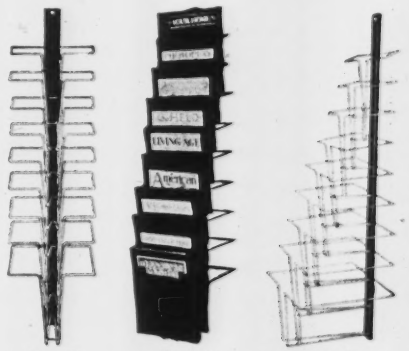

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